Before You Share

Compare what three sources can and cannot show about a new bus stop.

9-10.CC.5 "Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail in each paragraph that helps you judge a source's accuracy. Circle one limit of each source, then number the sources from most to least useful for checking whether people use the stop.

Is the New Stop Working?

1. In the fictional town of Alder Creek, a transit office tested a new bus stop for one school week. Its written notice reported 120 boardings at the stop from Monday through Friday, compared with the office's forecast of 80. It also listed service hours as 7 a.m. to 8 p.m. The office has access to driver records, so its tally may be useful, but the notice does not explain how workers counted boardings or checked the total. Boardings are not the same as individual riders, and a busy stop can still have late buses.

2. A local radio program aired a recorded interview with Mara, a student who uses the new stop after practice. She said her bus arrived more than fifteen minutes late on Tuesday and Thursday, and she described waiting beside the unlit shelter. The station identified the speaker and the two days, making her account more specific than an unsigned complaint. Still, the recording gives only one rider's experience and includes no clock records or statement from the driver. Mara's report raises a question about service after school, but it cannot establish how often the route runs late.

3. An account called StopWatch posted a twelve-second video of the shelter with no passengers in sight. Its caption declared, "Nobody uses this stop." A time display visible in the clip reads 6:05 a.m., before the notice's listed start of service, and the account does not say when the video was filmed. The image supports a narrow observation: the shelter looked empty during those twelve seconds. It does not measure weekday boardings or test Mara's account of delays after school. Before sharing the caption, a viewer could check the filming date and ask for footage from operating hours.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the transit office's position make its boarding total useful, and what detail would you need to check the total's accuracy?

2. What does Mara's recorded account add to the written notice? Why can it not establish how often buses are late?

3. Compare the video's caption with its time display and the notice's service hours. What conclusion does the clip support, and what conclusion does it not support?

4. If you wanted to check whether people used the stop during the test week, which source would you start with? Explain why the other two sources cannot answer that question as well.

3 YOUR TURN

Your own words

Write a 75 to 95 word note to the town council proposing one specific check to make before the stop becomes permanent. Use evidence from at least two sources, explain one limit of each, and describe what new evidence would help the council.

ANSWER KEY

Before You Share

HIGH SCHOOL · 9-10.CC.5

PART 1 · READ AND MARK

Underline one detail in each paragraph that helps you judge a source's accuracy. Circle one limit of each source, then number the sources from most to least useful for checking whether people use the stop. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the transit office's position make its boarding total useful, and what detail would you need to check the total's accuracy?	**The office has access to driver records, but the notice does not explain how workers counted boardings or checked the total.**
2	What does Mara's recorded account add to the written notice? Why can it not establish how often buses are late?	**It reports two specific late arrivals after school. It covers only one rider's experience and provides no clock records.**
3	Compare the video's caption with its time display and the notice's service hours. What conclusion does the clip support, and what conclusion does it not support?	**It shows an empty shelter for twelve seconds at 6:05 a.m., before service begins at 7 a.m. It does not show that nobody uses the stop during service hours.**
4	If you wanted to check whether people used the stop during the test week, which source would you start with? Explain why the other two sources cannot answer that question as well.	**Start with the transit office's boarding total because it covers the school week. Mara discusses delays, while the video shows only twelve seconds before service hours.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Before making the stop permanent, the council should check whether buses arrive on time after school. The transit office reports 120 boardings, but its total cannot show delays, and its counting method is unclear. Mara describes two late arrivals, but one rider cannot establish a pattern. For the next two weeks, the council could compare time-stamped driver logs with scheduled arrival times and ask riders to record their waits. That check would test whether Mara's experience is common while giving the office's ridership figure useful context.

Accept other source rankings in the marking task if students justify them using the question being investigated and specific limits in the passage. For the open task, look for a feasible new check, accurate use of two sources, and a distinct limit for each.